DOCUMENT RESUME

ED 443 981 CE 080 539

TITLE	Australian Vocational Education & Training Statistics, 1999. At a Glance.
INSTITUTION	National Centre for Vocational Education Research, Leabrook (Australia).
SPONS AGENCY	Australian National Training Authority, Melbourne.
ISSN	ISSN-1329-0827
PUB DATE	2000-00-00
NOTE	9p.; Graphs are in color and may not reproduce adequately.
AVAILABLE FROM	National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; Tel: 08 8333 8400, Fax: 08 8331 9211, E-mail: vet_req@ncver.edu.au; Web site: http://www.ncver.edu.au. For full text: http://www.ncver.edu.au/statistics/vet/ann99/glance99/glance99.pdf.
PUB TYPE	Numerical/Quantitative Data (110)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Certification; Competency Based Education; Continuing Education; *Delivery Systems; Developed Nations; *Educational Finance; Employment Qualifications; *Enrollment; Foreign Countries; *Government Role; *Job Training; Postsecondary Education; Secondary Education; Statistical Surveys; Tables (Data); *Vocational Education
IDENTIFIERS	*Australia

ABSTRACT

This publication provides summary information about the publicly-funded vocational education and training (VET) sector in Australia. Information is presented for 1999, with the inclusion of 1998 figures for some tables. The information is based on data collected under the Australian Vocational Education and Training Management Information and Statistical Standard. The report contains 15 tables and 5 graphs illustrating the statistics. Some of the highlights of the report include the following: (1) 1.65 million students undertook vocational programs in 1999, an estimated increase of 7 percent since 1998; (2) of Australia's working-age population, 13 percent participated in VET; (3) the number of students in VET increased by 70 percent from 1990 to 1999; (4) young people aged 15-24 years made up 38 percent of the students and took 54 percent of the hours of training in 1999; (5) the number of students and annual hours remained stable at about 75 percent of all VET students and 85 percent of all annual training hours; and (6) the increase in publicly-funded VET activity was achieved with little change in total operating expenditures. (KC)

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Statistics 1999

At a Glance

'Australian VET statistics 1999: At a glance' provides summary information about the publicly-funded vocational education and training sector in Australia. Information is presented for 1999 with the inclusion of 1998 figures for some tables.

The information is based on data collected under the Australian Vocational Education and Training Management Information and Statistical Standard.

Highlights for 1999:

- 1.65 million students undertook vocational programs in 1999, an estimated increase of 111,900, or 7.3%, since 1998.
- Of Australia's working age population (15-64 year olds), 12.7% participated in VET.
- In the 10 years from 1990 to 1999, the number of students in vocational programs has increased by 70.4%, which corresponds to an annual growth rate of 6.1%, with growth being more prominent in the past five years (annual growth rate of 6.7% from 1995 to 1999).
- Enrolments in modules (subjects) have increased by 8.7% since 1998, amounting to 11.6 million.
- The number of annual hours of training has reached 331.1 million, an increase by 5.8% since 1998.
- More students (19.6%) undertook training at AQF level III or equivalent than at any other qualification level.
- Young people (15-24 years) comprise 38.2% of the students and 53.8% of the hours of training in 1999.
- The number of students and annual hours reported for TAFE and other government providers remained relatively stable, at 74.8% of all VET students and 84.6% of all annual hours; registered community and private providers accounted for 25.2% of the students and 15.4% of annual hours.
- Training activity associated with national training packages involved 149,500 students and 37.1 million annual hours. As 1999 is the first full year of training packages implementation, the impact will be greater in future years.
- The increase in publicly funded VET activity was achieved with little change in total operating expenditures (just under $4 billion in both 1998 and 1999).

Australian Vocational Education & Training

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Australia in Summary

VET activity by training provider type	1998		1999	
Students ('000)		% total		% total
TAFE and other government providers	1,150.7	75.0	1,232.3	74.8
Community education providers	233.8	15.2	235.8	14.3
Other registered providers	150.8	9.8	179.1	10.9
Total training activity	1,535.2	100.0	1,647.2	100.0
Module/unit of competency enrolments ('000)		% total		% total
TAFE and other government providers	8,980.9	83.9	9,456.2	81.2
Community education providers	407.8	3.8	455.1	3.9
Other registered providers	1,317.5	12.3	1,729.5	14.9
Total training activity	10,706.1	100.0	11,640.8	100.0
Annual hours ('000 000)*		% total		% total
TAFE and other government providers	270.1	86.4	279.9	84.6
Community education providers	10.9	3.5	11.7	3.5
Other registered providers	31.8	10.2	39.5	11.9
Total training activity	312.8	100.0	331.1	100.0

Note: Due to rounding, percentages in the table do not always sum to 100%.

** Annual Hours are used as the measure of total VET delivery. They are based on the nominal hours for each module/unit of competency and represent the anticipated hours of supervised training under a traditional classroom delivery strategy, although, some clients undertake modules/units of competency in self-paced learning, flexible-delivery or distance-learning modes.*

National Training Package Summary for 1999

- 149,500 students (or 9.1% of all VET students) enrolled in training packages.
- Training packages accounted for 166,800 enrolments (or 8.4% of all course enrolments) and 37.1 million annual hours (or 11.2 % of all annual hours delivered).
- Of all training package enrolments, 41.8% were in AQF Certificate II and 36.1% in AQF Certificate III.
- 20,200 qualifications within the national training packages (8.4% of the total) were completed and issued.
- Almost 1 million units of competency were attained as part of a training package.

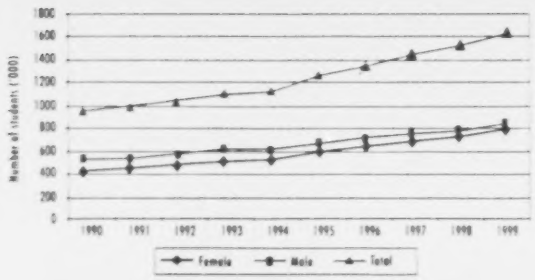
Scope of the publication

The information presented in this publication includes the 1999 data on VET delivered by (1) TAFE institutes and other government providers (i.e., some schools and universities), (2) registered community education providers, and (3) other registered providers, including private providers, that receive public funding. The following information has been excluded from this publication: fee-for-service delivery by private providers and 'non-vocational' training activity (i.e., programs with a focus on recreation, leisure and personal enrichment which are now reported in a separate publication).

Data reporting revisions

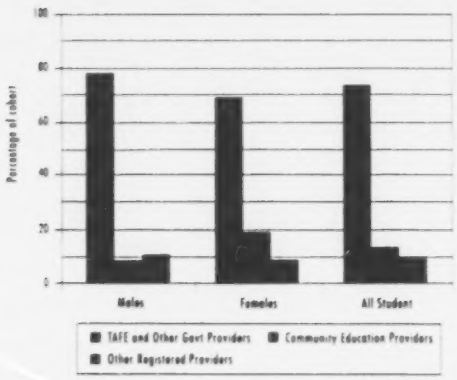
Revisions to the 1999 data reporting incorporated in this publication include the information on the units of competency and national training packages. A unit of competency is a basic component of education/training which can be assessed and recognised in the VET system. It can be attained independently, but is usually taken as part of a national training package qualification. A training package is a set of training components (units of competency) designed to assist the student in achieving relevant competencies for a specific industry.

Graph 1: Number of students in VET ('000), 1990-1999



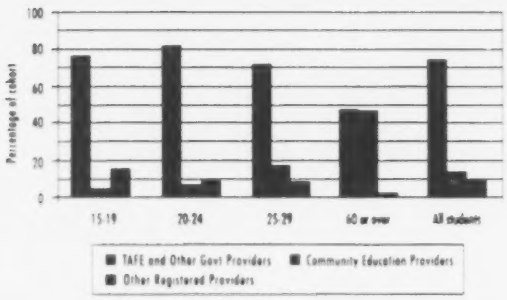
- In the ten years (from 1990 to 1999), the number of students in Australian VET has increased by 70.4%, and in the last five years (since 1995) by 29.4%.
- The number of both male and female students has consistently grown over the ten-year period. However, in the last five years, female numbers in VET have increased at a higher rate than male numbers: since 1995, the number of female students grew by 34.5%, whereas the number of male students by 24.9%.
- In each year since 1990, the number of male students was higher than the number of female students.

Graph 2: VET students by sex by provider type (%), 1999



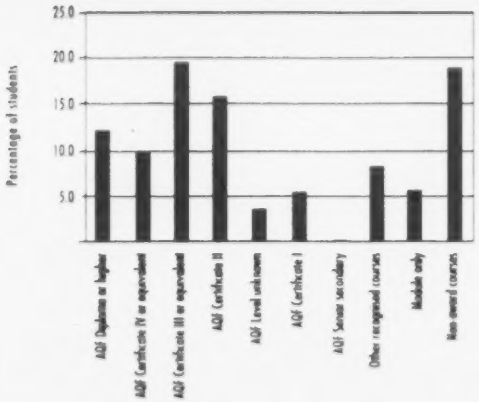
- Of 1.65 million VET students, 74.8% undertook training with TAFE and other government providers, 14.3% with community providers, and 10.9% with other registered providers (including private providers).
- Of all VET students, 51.0% were male and 49.0% were female.
- 79.2% of all male VET students and 70.3% of all female students were enrolled with TAFE and other government providers.
- 8.9% of all male students and 19.9% of all female students undertook VET with community providers.
- Other registered providers accounted for 11.9% of all male students and 9.8% of all female students.
- Of all the students enrolled with TAFE and other government providers 53.9% were males and 46.1% females; the student population enrolled with community education providers comprised 31.7% males and 68.3% females; other registered providers had 55.9% male and 44.1% female students.

Graph 3: VET students by age group by provider type (%), 1999



- The majority (80.0%) of young people (15-24 year olds) who undertook VET in 1999 were enrolled with TAFE and other government providers, 5.7% of students from this age cohort were enrolled with community providers, and 14.2% with other registered providers (including private providers).
- Of all VET students in the 25-59 age group 72.9% undertook training with TAFE and other government providers; 18.0% of the students in this age group undertook training with community providers; 9.1% of VET students from this age cohort were enrolled with other registered providers.
- Among older VET students (60 year olds and older), almost half enrolled equally with either TAFE and other government providers or with community providers (48.8% and 47.9% respectively), and only 3.3% with other registered providers.

Graph 4: VET students by major qualification level (%), 1999



- For two thirds of all VET students (67.1%), the major course they undertook leads to a recognised AQF qualification or equivalent.
- AQF certificate III or equivalent as the students' major qualification level accounted for the highest percentage of VET students (19.6%), followed by AQF certificate II (15.9%), AQF diploma or higher (12.2%), and AQF certificate IV or equivalent (10.1%).
- 19.0% of all VET students undertook non-award courses.

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States and Territories in Summary, 1998-1999

Estimated resident population of 19.0 million:

- total number of students: 1.65 million, 49.0% of whom are female and 51.0% male
- total course enrolments: 1.99 million
- total training package enrolments: 166 800
- total module/unit of competency enrolments: 11.64 million
- total annual hours: 331.1 million

In 1999:

- 63,200 (3.8%) reported a disability
- 50,800 (3.1%) identified as Aboriginal/Torres Strait Islanders
- 279,400 (17.0%) were born outside Australia
- 17,100 (1.0%) were full-fee paying students from overseas
- 192,300 (11.7%) spoke a language other than English at home

	1998 ('000,000)
Number of male students	0.791
Number of female students	0.745
Total number of students	1.535
Number of annual hours	312.777
Number of course enrolments	1.937
Number of module/unit of competency enrolments	10.706
Annual operating expenditures	$3,949.200(a)

Note (a): Revised - 1998 figure

NEW SOUTH WALES

NSW has approximately 6.4 million persons (33.8% of Australia's population):

- 32.4% of the total number of students (534,300, of whom 51.7% are female and 48.3% male)
- 31.7% of total course enrolments (631,200)
- 32.7% of total module/unit of competency enrolments (3.81 million)
- 33.9% of total annual hours (112.1 million)

	1998 ('000)	1999 ('000)
Number of male students	249.5	258.0
Number of female students	267.3	276.3
Total number of students	516.9	534.3
Number of annual hours	103,948.0	112,070.0
Number of course enrolments	620.5	631.2
Number of module/unit of competency enrolments	3,339.8	3,808.9

VICTORIA

Victoria has approximately 4.7 million persons (24.8% of Australia's population):

- 28.9% of the total number of students (476,300, of whom 47.3% are female and 52.7% male)
- 24.2% of total course enrolments (481,400)
- 27.4% of total module/unit of competency enrolments (3.19 million)
- 27.5% of total annual hours (91.1 million)

	1998 ('000)	1999 ('000)
Number of male students	233.4	250.8
Number of female students	195.7	225.5
Total number of students	429.1	476.3
Number of annual hours	86,413.4	91,109.2
Number of course enrolments	541.9	481.4
Number of module/unit of competency enrolments	3,004.3	3,186.1

QUEENSLAND

Queensland has approximately 3.5 million persons (18.5% of Australia's population):

- 18.6% of the total number of students (306,500, of whom 47.4% are female and 52.6% male)
- 23.4% of total course enrolments (465,300)
- 18.9% of total module/unit of competency enrolments (2.20 million)
- 17.1% of total annual hours (56.6 million)

	1998 ('000)	1999 ('000)
Number of male students	141.2	161.1
Number of female students	118.7	145.4
Total number of students	260.0	306.5
Number of annual hours	56,536.4	56,602.6
Number of course enrolments	388.0	465.3
Number of module/unit of competency enrolments	2,143.8	2,197.2

Queensland had 12 courses that were out of reporting scope in 1998 but within reporting scope in 1999. Due to these changes in scope, an additional 48,100 students, 51,900 enrolments and 652,700 hours are reported for 1999.

WESTERN AUSTRALIA

WA has approximately 1.9 million persons (9.8% of Australia's population):

- 7.7% of the total number of students (126,400, of whom 46.8% are female and 53.2% male)
- 7.8% of total course enrolments (156,100)
- 8.1% of total module/unit of competency enrolments (945,500)
- 9.2% of total annual hours (30.4 million)

	1998 ('000)	1999 ('000)
Number of male students	61.1	67.2
Number of female students	53.9	59.2
Total number of students	115.0	126.4
Number of annual hours	28,199.9	30,383.8
Number of course enrolments	140.7	156.1
Number of module/unit of competency enrolments	876.4	945.5

1999 ('000,000)	Estimated growth 1998-1999 (%)
0.839	6.2
0.808	8.5
1.647	7.3
331.071	5.8
1.992	2.9
11.641	8.7
$3,940.000	-0.2

In this publication all male and female student numbers, and student numbers by age, have been distributed pro rata to take into account a small amount of missing data.

Source: Australia demographic statistics, September quarter 1999, ABS catalogue number 3101.0, 30 June estimates.

SOUTH AUSTRALIA

SA has approximately 1.5 million persons (7.9% of Australia's population):

- 8.1% of the total number of students (133,900, of whom 50.8% are female and 49.2% male)
- 8.5% of total course enrolments (170,000)
- 8.2% of total module/unit of competency enrolments (957,000)
- 7.4% of total annual hours (24.7 million)

	1998 ('000)	1999 ('000)
Number of male students	70.8	66.0
Number of female students	78.4	68.0
Total number of students	149.2	133.9
Number of annual hours	21,499.5	24,651.8
Number of course enrolments	165.3	170.0
Number of module/unit of competency enrolments	805.3	957.0

In 1998 South Australia had module only enrolments which were considered to be vocational and within scope. Due to changes in the AVETMIS standard in 1999 not all module only enrolments are considered to be vocational. This explains why over 13,000 students enrolled in modules only in 1998 have been omitted in the publication.

TASMANIA

Tasmania has approximately 470,000 persons (2.5% of Australia's population):

- 1.9% of the total number of students (31,800, of whom 48.3% are female and 51.7% male)
- 2.2% of total course enrolments (43,500)
- 2.2% of total module/unit of competency enrolments (253,800)
- 2.1% of total annual hours (6.9 million)

	1998 ('000)	1999 ('000)
Number of male students	16.1	16.5
Number of female students	12.9	15.4
Total number of students	29.0	31.8
Number of annual hours	6,774.6	6,928.4
Number of course enrolments	40.0	43.5
Number of module/unit of competency enrolments	236.4	253.8

AUSTRALIAN CAPITAL TERRITORY

ACT has approximately 310,000 persons (1.6% of Australia's population):

- 1.1% of the total number of students (18,700, of whom 48.2% are female and 51.8% male)
- 1.1% of total course enrolments (22,500)
- 1.4% of total module/unit of competency enrolments (164,100)
- 1.6% of total annual hours (5.4 million)

	1998 ('000)	1999 ('000)
Number of male students	9.6	9.7
Number of female students	8.9	9.0
Total number of students	18.5	18.7
Number of annual hours	6,151.7	5,366.6
Number of course enrolments	20.9	22.5
Number of module/unit of competency enrolments	190.0	164.1

NORTHERN TERRITORY

NT has approximately 190,000 persons (1.0% of Australia's population):

- 1.2% of the total number of students (19,300, of whom 47.4% are female and 52.6% male)
- 1.1% of total course enrolments (22,200)
- 1.1% of total module/unit of competency enrolments (128,100)
- 1.2% of total annual hours (4.0 million)

	1998 ('000)	1999 ('000)
Number of male students	8.9	10.1
Number of female students	8.7	9.1
Total number of students	17.6	19.3
Number of annual hours	3,253.4	3,958.6
Number of course enrolments	19.3	22.2
Number of module/unit of competency enrolments	110.2	128.1

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	NSW		VIC		QLD	
	('000)	%	('000)	%	('000)	%
Number of course enrolments	631.2		481.4		465.3	
Number of module/unit of competency enrolments	3,808.9		3,186.1		2,197.2	
Number of annual hours	112,070.0		91,109.0		56,603.0	
▸ Number of male students	258.0	48.3	250.8	52.7	161.1	52.6
▸ Number of female students	276.3	51.7	225.5	47.3	145.4	47.4
Total number of students	**534.3**	**100.0**	**476.3**	**100.0**	**306.5**	**100.0**
Number of students by major qualification category (a)	**('000)**	**%**	**('000)**	**%**	**('000)**	**%**
AQF Diploma or higher	45.2	8.5	64.3	13.5	42.7	13.9
AQF Certificate IV or equivalent	50.0	9.4	53.8	11.3	25.4	8.3
AQF Certificate III or equivalent	102.2	19.1	74.8	15.7	66.3	21.6
AQF Certificate II	83.5	15.6	73.3	15.4	57.3	18.7
AQF Level unknown	31.9	6.0	12.7	2.7	1.7	0.5
AQF Certificate I	25.9	4.8	19.7	4.1	25.5	8.3
AQF Senior secondary	(a)	0.0	3.7	0.8	0.0	0.0
Other recognised courses	68.6	12.8	23.6	4.9	37.4	12.2
Module only	0.9	0.2	83.3	17.5	0.0	0.0
Non-award courses	126.2	23.6	67.2	14.1	50.3	16.4
Number of students in each field of study (a)	**('000)**	**% (b)**	**('000)**	**% (b)**	**('000)**	**% (b)**
01 Land and Marine Resources, Animal Husbandry	32.3	6.0	23.4	4.9	14.1	4.6
02 Architecture, Building	28.1	5.3	27.1	5.7	19.9	6.5
03 Arts, Humanities and Social Sciences	45.1	8.4	23.0	4.8	31.8	10.4
04 Business, Administration, Economics	129.7	24.3	92.4	19.4	73.3	23.9
05 Education	11.4	2.1	6.4	1.3	12.9	4.2
06 Engineering, Surveying	66.1	12.4	70.3	14.8	51.6	16.8
07 Health, Community Services	47.3	8.8	31.2	6.5	50.5	16.5
08 Law, Legal Studies	1.0	0.2	1.5	0.3	5.1	1.7
09 Science	57.9	10.8	10.9	2.3	17.1	5.6
10 Veterinary Science, Animal Care	0.7	0.1	0.7	0.2	0.9	0.3
11 Services, Hospitality, Transportation	64.9	12.1	82.1	17.2	40.9	13.3
12 TAFE Multi-Field Education	85.7	16.0	54.8	11.5	67.8	22.1
Number of students in each discipline group	**('000)**	**% (c)**	**('000)**	**% (c)**	**('000)**	**% (c)**
01 Humanities	156.1	29.2	111.7	23.4	67.6	22.1
02 Social Studies	25.2	4.7	15.6	3.3	7.6	2.5
03 Education	16.5	3.1	24.0	5.0	33.8	11.0
04 Sciences	45.3	8.5	50.8	10.7	29.6	9.7
05 Mathematics, Computing	191.0	35.7	138.8	29.1	68.8	22.4
06 Visual/Performing Arts	28.5	5.3	20.8	4.4	10.7	3.5
07 Engineering, Processing	88.3	16.5	92.3	19.4	51.9	16.9
08 Health Sciences	134.0	25.1	114.8	24.1	89.9	29.3
09 Adminstration, Business, Economics, Law	189.1	35.4	156.2	32.8	107.2	35.0
10 Built Environment	34.7	6.5	27.4	5.7	18.5	6.0
11 Agriculture, Renewable Resources	37.5	7.0	27.6	5.8	15.1	4.9
12 Hospitality, Tourism & Personal Services	65.2	12.2	64.0	13.4	70.9	23.1
13 Social, Educational & Employment Skills	173.3	32.4	163.0	34.2	122.0	39.8

WA		SA		TAS		NT		ACT		AUSTRALIA	
('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%
156.1		170.0		43.5		22.2		22.5		1,992.2	
945.5		957.0		253.8		128.1		164.1		11,640.8	
30,384.0		24,652.0		6,928.0		3,959.0		5,367.0		331,071.0	
67.2	53.2	66.0	49.2	16.5	51.7	10.1	52.6	9.7	51.8	839.4	51.0
59.2	46.8	68.0	50.8	15.4	48.3	9.1	47.4	9.0	48.2	807.8	49.0
126.4	100.0	133.9	100.0	31.8	100.0	19.3	100.0	18.7	100.0	1,647.2	100.0

('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	% (c)
22.1	17.5	14.6	10.9	4.4	13.9	1.5	7.6	6.1	32.9	200.8	12.2
14.9	11.8	15.6	11.6	3.7	11.5	2.0	10.5	1.8	9.5	167.0	10.1
38.7	30.6	24.9	18.6	8.2	25.7	4.8	24.7	3.5	19.0	323.3	19.6
17.8	14.1	17.4	13.0	6.7	21.0	4.1	21.1	1.9	10.0	261.8	15.9
5.4	4.3	3.0	2.3	1.1	3.5	0.8	4.1	0.9	4.9	57.5	3.5
11.9	9.4	3.1	2.3	1.7	5.3	2.5	12.8	0.4	2.4	90.6	5.5
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7	0.2
1.2	0.9	(a)	0.0	2.7	8.6	1.8	9.4	0.1	0.3	135.4	8.2
0.0	0.0	7.6	5.7	0.1	0.2	1.5	7.8	0.0	0.0	93.3	5.7
14.5	11.4	47.8	35.7	3.3	10.3	0.4	2.0	3.9	21.1	313.6	19.0

('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	% (c)
8.0	6.3	8.0	6.0	1.8	5.6	2.1	11.1	0.7	3.7	90.4	5.5
6.6	5.2	4.9	3.6	2.1	6.6	0.7	3.8	0.9	4.8	90.4	5.5
13.6	10.7	7.7	5.8	2.1	6.5	1.5	7.9	2.1	11.2	126.8	7.7
22.7	17.9	31.7	23.7	9.0	28.2	3.7	19.1	5.3	28.7	367.7	22.3
3.2	2.5	2.9	2.2	3.0	9.4	1.3	6.9	0.5	2.7	41.6	2.5
21.9	17.3	17.2	12.8	4.5	14.1	1.8	9.4	2.2	11.7	235.5	14.3
9.0	7.1	10.7	8.0	3.1	9.6	2.0	10.6	1.9	10.2	155.6	9.4
0.8	0.7	1.7	1.3	0.1	0.4	0.2	0.9	0.3	1.4	10.7	0.6
12.5	9.9	7.1	5.3	1.3	4.0	0.2	1.0	1.1	5.8	108.0	6.6
0.5	0.4	0.3	0.2	0.0	0.0	0.0	0.0	0.2	0.9	3.3	0.2
12.6	9.9	21.6	16.1	5.2	16.3	2.0	10.5	3.0	16.0	232.2	14.1
25.2	20.0	27.2	20.3	3.0	9.4	3.9	20.2	1.1	6.0	268.8	16.3

('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	% (c)
34.7	27.4	36.7	27.4	7.4	23.3	5.1	26.6	6.2	33.0	425.4	25.8
3.5	2.8	3.4	2.5	1.0	3.1	0.7	3.8	0.6	3.3	57.6	3.5
4.2	3.3	4.4	3.3	1.5	4.7	1.2	6.0	1.0	5.4	86.6	5.3
11.0	8.7	10.0	7.5	2.8	8.8	0.9	4.7	2.5	13.3	152.9	9.3
42.1	33.3	44.9	33.6	11.6	36.4	4.7	24.5	7.2	38.9	509.1	30.9
9.7	7.7	7.3	5.4	1.7	5.2	1.6	8.1	1.3	6.9	81.5	4.9
30.7	24.3	22.8	17.0	7.7	24.1	4.1	21.1	3.0	16.1	300.8	18.3
35.4	28.0	36.1	27.0	11.0	34.7	7.3	37.6	4.7	25.3	433.2	26.3
42.1	33.3	49.3	36.8	13.5	42.4	6.0	31.0	8.8	47.0	572.1	34.7
10.9	8.6	6.1	4.6	2.0	6.4	1.3	6.7	1.1	5.8	102.0	6.2
11.1	8.7	9.6	7.2	2.3	7.4	1.9	9.7	1.3	6.7	106.4	6.5
12.6	10.0	16.0	11.9	5.0	15.7	2.0	10.5	2.9	15.6	238.6	14.5
46.6	36.9	44.5	33.2	9.5	29.9	7.7	40.1	5.9	31.7	572.5	34.8

Note (a): In some States and Territories students enrol in modules without enrolling in a course. These students are not included in the table showing student participation by qualification category and by field of study.
Note (b): Students can be enrolled in more than one course in more than one field of study. Therefore the percentages shown in the %column do not necessarily sum to 100.
Note (c): Students can be enrolled in more than one module in more than one discipline group; hence the percentages in the %column sum to more than 100.

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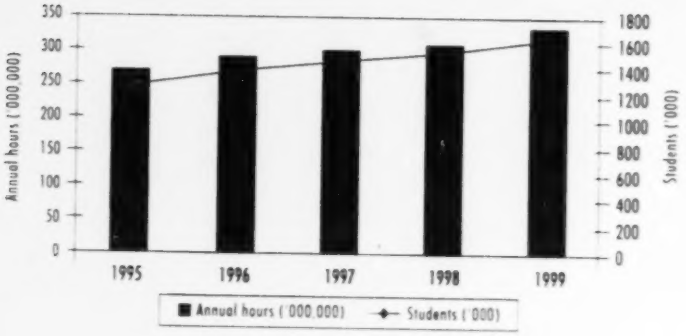
Historical perspective



Graph 5: Annual hours ('000,000) and students ('000) in vocational programs 1995-1999

Time series – all students ('000) by sex, by state, 1990 to 1999

	NSW	VIC	QLD[1]	WA	SA[2]	TAS	NT	ACT	AUS
Males									
1990	168.4	143.8	92.6	53.0	51.6	11.6	4.4	8.8	534.1
1991	190.5	148.1	84.6	52.2	42.3	10.4	4.7	8.4	541.1
1992	195.5	160.5	99.2	48.9	43.2	10.9	5.5	8.4	572.1
1993	199.6	181.5	108.5	48.2	41.8	12.9	5.8	8.7	606.9
1994	198.8	181.4	109.4	48.8	49.4	10.5	5.1	9.0	612.3
1995	225.3	201.1	110.0	57.1	50.3	12.2	6.1	10.1	672.2
1996	237.8	218.5	108.4	60.2	50.3	13.7	7.4	9.9	706.3
1997	247.8	233.1	116.6	60.0	66.5	14.9	8.4	9.7	756.9
1998	249.5	233.4	141.2	61.1	70.8	16.1	8.9	9.6	790.7
1999	258.0	250.8	161.1	67.2	66.0	16.5	10.1	9.7	839.4
Females									
1990	148.1	105.6	65.8	49.3	42.6	8.1	4.4	8.9	432.7
1991	172.0	115.7	60.7	44.6	31.7	6.7	4.5	8.8	444.8
1992	164.1	136.7	74.1	42.5	31.3	7.8	5.5	8.6	470.4
1993	172.6	167.1	81.3	40.1	30.7	9.6	4.9	8.3	514.5
1994	180.9	150.5	83.4	41.6	41.7	8.6	4.3	8.2	519.2
1995	228.9	166.6	84.5	52.1	44.7	9.5	5.5	8.7	600.5
1996	249.3	177.3	86.6	52.4	49.1	10.6	7.1	8.7	641.1
1997	260.7	184.3	101.6	51.5	75.0	11.7	7.8	9.0	701.7
1998	267.3	195.7	118.7	53.9	78.4	12.9	8.7	8.9	744.5
1999	276.3	225.5	145.4	59.2	68.0	15.4	9.1	9.0	807.8
Persons									
1990	316.5	249.5	158.4	102.2	94.2	19.7	8.8	17.7	966.8
1991	362.5	263.8	145.3	96.9	74.0	17.1	9.2	17.2	985.9
1992	359.6	297.2	173.3	91.4	74.4	18.7	11.0	17.0	1,042.5
1993	372.2	348.6	189.8	88.3	72.4	22.4	10.7	17.0	1,121.4
1994	379.7	331.9	192.7	90.4	91.1	19.1	9.4	17.2	1,131.5
1995	454.3	367.8	194.5	109.2	95.0	21.7	11.5	18.8	1,272.7
1996	487.1	395.8	195.0	112.6	99.4	24.4	14.5	18.6	1,347.4
1997	508.5	417.4	218.2	111.5	141.5	26.6	16.2	18.7	1,458.6
1998	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2
1999	534.3	476.3	306.5	126.4	133.9	31.8	19.3	18.7	1,647.2

This table contains a break in time series between 1993 and 1994 coinciding with the introduction of AVETMISS as the data collection standard. Break in series also occurred in 1995 with the inclusion of community education providers in the collection and in 1996 with the inclusion of private providers in the collection. All male and female student numbers in the executive summary have been distributed pro rata to take into account missing data.

1 Queensland had 12 courses that were out of reporting scope in 1998 but within reporting scope in 1999. Due to these changes an additional 38 130 students, 51 600 enrolments and 652 700 hours are reported for Queensland for 1999.

2 In 1999 South Australia had module only enrolments which were considered to be vocational and within scope. Due to changes in the AVETMIS standard in 1999 not all module only enrolments are considered to be vocational. This explains why over 15 500 students enrolled in modules only in 1999 have been omitted in the publication scope.

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ISSN 1329-0827
TD TNC 62.12